

science, research, innovation, manufacturing, and job creation, to establish a critical supply chain resiliency program, and for other purposes.

## AMENDMENT NO. 1891

At the request of Mr. LEE, the name of the Senator from Missouri (Mr. HAWLEY) was added as a cosponsor of amendment No. 1891 intended to be proposed to S. 1260, a bill to establish a new Directorate for Technology and Innovation in the National Science Foundation, to establish a regional technology hub program, to require a strategy and report on economic security, science, research, innovation, manufacturing, and job creation, to establish a critical supply chain resiliency program, and for other purposes.

## AMENDMENT NO. 1911

At the request of Mr. SULLIVAN, the name of the Senator from Florida (Mr. SCOTT) was added as a cosponsor of amendment No. 1911 intended to be proposed to S. 1260, a bill to establish a new Directorate for Technology and Innovation in the National Science Foundation, to establish a regional technology hub program, to require a strategy and report on economic security, science, research, innovation, manufacturing, and job creation, to establish a critical supply chain resiliency program, and for other purposes.

## AMENDMENT NO. 1916

At the request of Mr. RUBIO, the name of the Senator from Massachusetts (Mr. MARKEY) was added as a cosponsor of amendment No. 1916 intended to be proposed to S. 1260, a bill to establish a new Directorate for Technology and Innovation in the National Science Foundation, to establish a regional technology hub program, to require a strategy and report on economic security, science, research, innovation, manufacturing, and job creation, to establish a critical supply chain resiliency program, and for other purposes.

## SUBMITTED RESOLUTIONS

# SENATE RESOLUTION 229—RECOGNIZING THE DEVASTATING ATTACK ON A GIRLS' SCHOOL IN KABUL, AFGHANISTAN ON MAY 8, 2021, AND EXPRESSING SOLIDARITY WITH THE AFGHAN PEOPLE

Mrs. SHAHEEN (for herself and Ms. COLLINS) submitted the following resolution; which was referred to the Committee on Foreign Relations:

## S. RES. 229

Whereas on May 8, 2021, a car bomb and several other mechanisms were detonated at the front gates of the Sayed Ul-Shuhada High School in Kabul, killing more than 85 people, many of whom were girls attending the school;

Whereas, the attack took place as the girls and their families prepared to celebrate Eid al-Fitr;

Whereas the school provides education to the Dasht-e Barchi neighborhood, an under-

served area of Kabul where many members of the Hazara minority community live;

Whereas the Hazara in Dasht-e Barchi have been the target of extremist violence for many years;

Whereas on March 12, 2020, assailants attacked a maternity hospital in Dasht-e Barchi, killing 24 people including 2 newborn babies, mothers, and members of the hospital staff;

Whereas, 1 of those killed in the attack on the hospital was Maryam Noorzad—

(1) who was a midwife serving the Hazara community;

(2) who dedicated her life to providing access to healthcare to women in remote parts of Afghanistan;

(3) who was murdered after refusing to leave the bedside of a patient in labor; and

(4) whose bravery was recognized by the Department of State with an honorary International Women of Courage award;

Whereas, Afghan girls were restricted from accessing an education under the Taliban, forcing some girls to dress up as boys in order to attend secret schools and continue their education;

Whereas, according to a report by the Office of the Director of National Intelligence—

(1) there are approximately 3,500,000 girls among the 9,000,000 children who are enrolled in school in Afghanistan;

(2) only 17 percent of girls in rural parts of Afghanistan attend school, while 45 percent of girls in urban areas in Afghanistan attend school;

(3) 80 percent of Afghan women older than 15 years of age are illiterate; and

(4) schools are increasingly being forced to close due to rising insecurity;

Whereas, the education of girls is a necessary requirement for any country to achieve long-term stability and peace;

Whereas the attack coincides with an escalation of violence in Afghanistan, perpetrated by the Taliban, the Islamic State of Iraq and the Levant (ISIS) and other terrorist organizations;

Whereas the recent escalation in violence has disproportionately impacted women, who have been targeted while working as reporters, administering vaccines, serving in prominent positions, and helping their communities;

Now, therefore, be it

Resolved, That the Senate—

(1) extends its heartfelt condolences to, and stands with, the people of Afghanistan and the Hazara community;

(2) condemns all forms of violence against women and girls in Afghanistan;

(3) supports United States and international efforts to ensure that girls in Afghanistan are able to safely attend school;

(4) affirms that the United States should continue to provide assistance to support the rights of women and girls to achieve an education;

(5) calls on the Government of Afghanistan to support girls' education and to ensure that girls are able to safely attend school;

(6) calls for international condemnation of violence against Afghan women and girls, and

(7) asks the international community to devote the resources and attention necessary to provide for the continued safe education of girls in Afghanistan.

# SENATE RESOLUTION 230—CONGRATULATING THE STUDENTS, PARENTS, TEACHERS, AND LEADERS OF CHARTER SCHOOLS ACROSS THE UNITED STATES FOR MAKING ONGOING CONTRIBUTIONS TO EDUCATION, AND SUPPORTING THE IDEALS AND GOALS OF THE 22ND ANNUAL NATIONAL CHARTER SCHOOLS WEEK, TO BE HELD MAY 9 THROUGH MAY 15, 2021

Mr. SCOTT of South Carolina (for himself, Mr. BENNET, Mr. CASSIDY, Mr. BRAUN, Mr. CORNYN, Mr. CRUZ, Mrs. FEINSTEIN, Mr. JOHNSON, Mr. SCOTT of Florida, Mr. YOUNG, Mr. WICKER, Mr. CRAMER, Mr. TUBERVILLE, Mr. TILLIS, Mr. TOOMEY, Mr. BOOZMAN, Mr. BOOKER, Mr. RUBIO, Mrs. BLACKBURN, Mr. CARPER, Mr. HAGERTY, and Mr. MCCONNELL) submitted the following resolution; which was considered and agreed to:

## S. RES. 230

Whereas charter schools are public schools that do not charge tuition and enroll any student who wants to attend, often through a random lottery when the demand for enrollment is outmatched by the supply of available charter school seats;

Whereas high-performing public charter schools deliver a high-quality public education and challenge all students to reach their potential for academic success;

Whereas public charter schools promote innovation and excellence in public education;

Whereas public charter schools throughout the United States provide millions of families with diverse and innovative educational options for the children of those families;

Whereas high-performing public charter schools and charter management organizations are increasing student achievement and attendance rates at institutions of higher education;

Whereas public charter schools are authorized by a designated entity and—

(1) respond to the needs of communities, families, and students in the United States; and

(2) promote the principles of quality, accountability, choice, high-performance, and innovation;

Whereas, in exchange for flexibility and autonomy, public charter schools are held accountable by the authorizers of the charter schools for improving student achievement and for sound financial and operational management;

Whereas public charter schools are required to meet the student achievement accountability requirements under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) in the same manner as traditional public schools;

Whereas public charter schools often set higher expectations for students, beyond the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), to ensure that the charter schools are of high quality and truly accountable to the public;

Whereas 44 States, the District of Columbia, Guam, and Puerto Rico have public charter schools;

Whereas, as of the 2018–2019 school year, more than 7,500 public charter schools served approximately 3,300,000 children;

Whereas enrollment in public charter schools grew from 400,000 students in 2001 to 3,300,000 students in 2019, a more than eightfold increase in 18 years;

Whereas in the United States—